

Complete Session

WASHINGTON SCHOOL DISTRICT FORMAL OBSERVATION

Name: Mr. Bunner

Date of Observation: May 31, 2012

Sociology

	C	S	NI	NO	Comments
Planning/Preparation					
Lesson plans completed in advance	X				You immediately gained attention and clearly stated your expectations and the objectives for the lesson. You organized instruction so that students retained the key concepts embedded in your lesson plans, and you used formative assessments to check to understanding throughout the lesson. You also displayed enthusiasm as you presented important information to the class.
Standards/Anchors, Goals and Objectives	X				
Organizational Materials/Resources	X				
Instructional Materials/Resources	X				
Technology Integration	X				
Formative Assessments	X				
Summative Assessment/Closure					
Classroom Environment					
Students Engagement	X				It is evident that you have created an environment where students feel free to ask questions and express ideas, while establishing classroom rules that are consistent with school policies. As a result, students remained on task for the entire period and you were able to take full advantage of the instructional time.
Equitable Learning Opportunities	X				
Effective Classroom Procedures	X				
Physical Space/Displays	X				
Physical Transitions	X				
Instruction Delivery					
High Quality Student Work Modeled Through Exemplars	X				You used instructional time effectively and efficiently by initiating instruction promptly as soon as students were in the classroom. You encouraged students and provided appropriate reinforcement. By providing opportunities for all students to respond to various questions, you promoted active student engagement. You also recognized when students were experiencing difficulty and provided assistance while providing encouragement. By providing additional information verbally and non-verbally, you helped students respond to your questions without simply "giving away" the desired response.
Evidence of Reinforcement/Enrichment	X				
Structure and Pacing	X				
Discussion/Questioning Strategies					
Higher Level Questions (Bloom's)	X				
Differentiated Instructional Strategies	X				
Equitable Feedback	X				
Application/Performance Activities	X				
Introduction/Closure	X				
Flexibility/Responsiveness	X				
Integrated Assessment - Formative	X				
Instructional Transition	X				
Professionalism					
Models Appropriate Speech/Behaviors	X				Jeff, you are an exceptional role model for your students. It is evident that you have established a good rapport with your students. Your enthusiasm for and knowledge of the subject matter enhances your ability to motivate. Your level of commitment to your students and the teaching profession is evident and greatly appreciated. Without question, you are respected and viewed by your colleagues as a "Master Teacher" and irreplaceable member of our team! It's a pleasure working with you.
Maintains Poise and Composure	X				
Maintains Professional Appearance	X				
Exhibits Enthusiasm	X				
Demonstrates Effective Communication Skills/Clarity	X				
Demonstrates Respect for Students/					
Fosters Positive Relationships	X				
Evidence/Knowledge of Student Guides					
Instruction/Data Informed	X				

Robert A. McLaughlin
Administrator

Date

Mr. Bunner 06/1/2012
Teacher Date

- C - Commendable
- S - Satisfactory
- NI - Needs Improvement
- NO - Not Observed

and gave us well.

EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL II TEACHERS

Bunner Jeff Teacher
Employee's Last Name First Middle Positions(s) of Employee

Washington Washington High School Mr. Mihelcic 6/1/2012
District/IU School Evaluator Interview/Conference Date

School Year: 2011 - 2012 Evaluation: (Check 1) ☐ One ☒ Two

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific time period based on specific criteria.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Last, assign an overall evaluation of performance, sign the form and gain the signature of the employee.

Category I: Planning and Preparation -- Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

☒ **SATISFACTORY**

Performance Demonstrates:

- ☒ In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards
- ☒ Thorough knowledge of students and how to use this knowledge to direct and guide instruction
- ☒ Clear and appropriate instructional goals that reflect Pa. standards and high expectations for students
- ☒ In-depth and thorough awareness of resources, materials, or technology available through the school or district or professional organizations
- ☒ Appropriate instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence and required adaptations for individual student needs
- ☒ Appropriate assessments of student learning completely aligned to the instructional goals and adapted as needed for student needs.

☐ **UNSATISFACTORY**

Performance Demonstrates:

- ☐ Limited or partial knowledge of content, pedagogy and Pa. Academic Standards
- ☐ Irrelevant or partial knowledge of students and how to use this information to direct and guide instruction
- ☐ Unclear or trivial instructional goals and low expectations for students.
- ☐ Little or no awareness of resources, materials, and technology available through the school or district or professional organizations
- ☐ Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and have few or inappropriate adaptations for individual student needs
- ☐ Inappropriate assessments of student learning not aligned to the instructional goals nor adapted as needed for student needs.

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | | | |
|--|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Lesson/Unit Plans | See Attachment 428 A | <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A |
| <input checked="" type="checkbox"/> Resources/Materials/Technology | See Attachment 428 A | <input checked="" type="checkbox"/> Classroom Observations | See Attachment 428 A |
| <input checked="" type="checkbox"/> Assessment Materials | See Attachment 428 A | <input checked="" type="checkbox"/> Teacher Resource Documents | See Attachment 428 A |
| <input checked="" type="checkbox"/> Information About Students | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

It is evident that you possess an in-depth and thorough knowledge of the content and how it relates to the academic standards and the curricular objectives. It is apparent that you are familiar with your students, and you are able to use this knowledge to guide instruction. Your teaching includes references to clear and appropriate instructional goals that reflect the curriculum and the Pennsylvania standards. You are commended for maintaining high expectations for your students. Your lesson activities incorporate resources, materials and/or technology and confirm your knowledge of these resources. Your implementation of a variety of instructional strategies is impressive. Use of formative and summative assessments that support your instructional goals is evident as well.

Category II: Classroom Environment -- Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of an Environment for Learning, Student Interaction.

☒ **SATISFACTORY**

Performance demonstrates:

- ☒ High and clear expectations for student achievement with value placed on the quality of student work
- ☒ Significant attention to equitable learning opportunities for students
- ☒ Appropriate and highly respectful interactions between teacher and students and among students
- ☒ Highly effective classroom routines and procedures resulting in little or no loss of instructional time
- ☒ Clear standards of conduct and effective management of student behavior
- ☒ Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources.

☐ **UNSATISFACTORY**

Performance Demonstrates:

- ☐ Low or unclear expectations for student achievement with little or no value placed on the quality of student work.
- ☐ Little or no attention to equitable learning opportunities for students
- ☐ Inappropriate or disrespectful interactions between teacher and students and among students
- ☐ Inefficient classroom routines and procedures resulting in loss of instructional time
- ☐ Absent or unclear standards of conduct, or ineffective management of student behavior
- ☐ Unsafe or inadequate organization of physical space, to the extent it is under the control of the teacher, to provide accessibility to learning and to the use of resources, materials, and technology.

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | | | |
|--|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Classroom Observations | See Attachment 428 A | <input checked="" type="checkbox"/> Visual Technology | See Attachment 428 A |
| <input checked="" type="checkbox"/> Informal Observation/Visits | See Attachment 428 A | <input checked="" type="checkbox"/> Resources/Materials/Technology/Space | See Attachment 428 A |
| <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

Your expectations were very high and were clearly communicated to the class. This places a high priority on the quality of student work. It also promotes a high degree of attention to equitable learning opportunities for all students. The interactions among the students and between the students and the teacher were highly respectful. This fostered a classroom environment that incorporated well-established routines and procedures. As you continued with instruction, it was evident that students fully understood your standards of conduct and you easily managed the behavior of the class. The classroom environment was well-organized, attractive, safe and contained excellent displays that are related to the curriculum.

Category III: Instructional Delivery -- Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies. Category III addresses: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness

☒ **SATISFACTORY**

Performance Demonstrates:

- ☒ Clear and appropriate communication of procedures and high quality explanations of content
- ☒ Highly effective use of questioning and discussion strategies that encourage many students to participate
- ☒ High-level engagement of students in learning and adequate pacing of instruction
- ☒ Equitable, accurate and constructive feedback to students on their learning
- ☒ Informed and appropriate use of informal and formal assessments to meet learning goals and to monitor student learning
- ☒ High degree of flexibility and responsiveness in meeting the learning needs of students.

☐ **UNSATISFACTORY**

Performance Demonstrates:

- ☐ Unclear or inappropriate communication of procedures and poor explanations of content
- ☐ Ineffective use of questioning and discussion strategies and little student participation
- ☐ Little or no engagement of students in learning and poor pacing of instruction
- ☐ Inaccurate or inappropriate feedback to students on their learning
- ☐ Little or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning
- ☐ Inflexibility in meeting the learning needs of students.

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

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| <input checked="" type="checkbox"/> Classroom Observations | See Attachment 428 A | <input checked="" type="checkbox"/> Student Assignment Sheets | See Attachment 428 A |
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| <input checked="" type="checkbox"/> Assessments Materials | See Attachment 428 A | <input checked="" type="checkbox"/> Instructional Resources/Materials/Technology | See Attachment 428 A |
| <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

Your communication with students was very clear and appropriate. You effectively explained the content and key points in a way that motivated students. Your delivery involved excellent enunciation, varied voice tones and a high level of personal enthusiasm. The discussion and questioning strategies you used were highly effective. Your use of wait time and probing was appropriate. You involved the entire class by calling on students randomly by name and selecting volunteers as well. This led to a great deal of student participation that engaged the entire class in the learning. The lesson was student focused rather than teacher focused. In addition, you were able to lead the instruction at just the right pace. At appropriate times during the lesson you furnished equitable, accurate, and constructive feedback to students that encouraged their learning. This was accomplished in a respectful, non-threatening manner that was meaningful to each individual. Your feedback also provided positive motivation to the class that contributed to student involvement. You demonstrated excellent use of both formal and informal assessment that helped you reach the learning goals for the day. By checking for understanding and adjusting your pace, you insured that each student comprehended the key concepts of the lesson. During the lesson you provided individual attention and made every effort to interact with every student. Consequently, you were able to meet the needs of your students (both the advanced learners and those who needed extra time and attention to understand the objectives). By providing closure to the lesson, you helped students understand the purpose of the instruction.

Category IV: Professionalism — Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building. Category IV addresses: Adherence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Standards, Communicating with Families, Demonstrating Professionalism.

☒ **SATISFACTORY**

Performance Demonstrates:

- ☒ Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like.
- ☒ Full knowledge of Professional Code of Conduct and full commitment to professional standards
- ☒ Full and active compliance with school and district requirements for maintaining accurate and complete records
- ☒ Full and active compliance with district requirements for communicating with families regarding student needs/improvement
- ☒ Full and frequent participation in professional development events/opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues

☐ **UNSATISFACTORY**

Performance Demonstrates:

- ☐ Little and/or irregular compliance to school and district procedures and regulations related to attendance, punctuality, and the like
- ☐ Little knowledge of Professional Code of Conduct and little commitment to professional standards
- ☐ Inefficient or ineffective system for maintaining accurate records that is not in compliance with school or district guidelines
- ☐ Infrequent or inappropriate communication with families to understand student needs and development
- ☐ Little or infrequent participation in professional development opportunities, little application of new learning in the classroom and little sharing of learning with colleagues

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

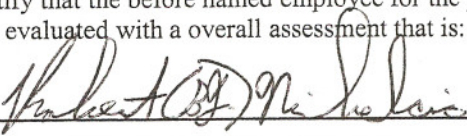
- | | | | |
|---|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A | <input checked="" type="checkbox"/> Progress Reports/Report Cards | See Attachment 428 A |
| <input checked="" type="checkbox"/> Observations/Visual Technology | See Attachment 428 A | <input checked="" type="checkbox"/> Parent/School/Community Feedback | See Attachment 428 A |
| <input checked="" type="checkbox"/> Artifacts/Interaction with Family | See Attachment 428A | <input checked="" type="checkbox"/> Artifacts: Professional Development/Act 48 Documentation | See Attachment 428 A |
| <input checked="" type="checkbox"/> Student Records/Grade Book | See Attachment 428 A | <input checked="" type="checkbox"/> Perceptive Use of Teaching/Learning Reflections | See Attachment 428 A |
| | | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

You consistently demonstrate full adherence to professional standards, school and district procedures and regulations related to attendance, punctuality and the like. Your performance in this area sets you apart as a leader by example and your efforts are sincerely appreciated. I have seen evidence that documents your efforts to maintain accurate and complete records relating to student progress and performance. In the area of communication, your performance is again exemplary. You keep parents informed through personal conversations, telephone contacts, progress updates, and by returning student work in a timely fashion. I commend you for your dedication to professional development. You always participate in professional development opportunities to learn new strategies and apply these strategies effectively in the classroom. I also see instances when you share your experience with colleagues in a most professional manner.

Evaluation:

I certify that the before named employee for the period beginning 8/31/2011 (month/day/year) and ending 6/8/2012 (month/day/year) has been evaluated with a overall assessment that is: ☐ Satisfactory ☐ Unsatisfactory ☒ Commendable



Signature of Principal/Assistant Principal
(Evaluator)

6/1/2012
Date

Signature of Superintendent or I. U. Director

Date

Overall Justification for Evaluation

Mr. Bunner has demonstrated competency in the areas of planning and preparation, classroom environment, instruction and delivery and professionalism. He has performed consistently at a level that is above and beyond what is required and is deserving of a commendable rating.

Commendations (optional)

Mr. Bunner is a vital, contributing member of our instructional team and a positive role model for his students. He consistently demonstrates his commitment to his students and to the teaching profession.

Professional Development Areas:

Professional development has focused on data analysis, curriculum development, and technology integration in the classroom. Mr. Bunner always takes advantage of opportunities to learn new strategies (ie. - Reading Apprenticeship) and has applied these strategies effectively in the classroom.

Jeffrey Allan Bunner
Name of Employee

J. A. Bunner
Signature of Employee

06/01/2012
Date

WASHINGTON SCHOOL DISTRICT AUXILIARY RESPONSIBILITIES
TEACHER EVALUATION

Name Jeff Bunner
Building WHS

Date of Evaluation 6/1/12
Grade 9-12

S = Satisfactory

NA = Not applicable

NI = Needs improvement

REMARKS

I. Personal

- A. Maintains professional appearance S
- B. Demonstrates sympathetic, empathetic and realistic responses at appropriate times S
- C. Exhibits acceptable communication skills both oral and written S
- D. Reacts to constructive criticism and supervision in a professional manner and/or seeks appropriate help when recommended S
- E. Reports promptly to school S
- F. Handles confidential information and sensitive situations with discretion S

II. Assignments and Management

- A. Enforces school rules and policies as explained in the building handbook S
- B. Is punctual and conscientious in performing assigned duties and responsibilities S
- C. Attends scheduled meetings punctually on a building, departmental and district level at which attendance is required, unless excused by the building principal S
- D. Maintains order and discipline outside the classroom S
- E. Uses furnishings, equipment, materials and supplies properly and effectively S

Keeps abreast of current developments

III. Clerical

- A. Completes and submits administrative reports promptly, accurately and legibly S
- B. Maintains accurate, complete records as required by law, district policy and administrative regulations S

IV. Professional Relations/Development

- A. Cooperates with the school administration and faculty by sharing responsibilities for the total school program S
- B. Utilizes proper channels for school and individual problems S
- C. Updates professional knowledge and skills S
- D. Maintains professional standards in relationships with colleagues and associates S

Uses resources effectively.

V. School Community Relations

- A. Adheres to and supports school rules, administrative regulations and board policies in contacts with parents and the general public S
- B. Keeps parents informed regarding student progress or problems through written reports, phone calls and/or parental conferences S

Supervisor Comments

Teacher Comments

Jeff Bunner
Supervisor's Signature

Date

6/7/12

Jeff Bunner
Teacher's Signature

Date

6/6/12

EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL II TEACHERS

Bunner	Jeff		Teacher
Employee's Last Name	First	Middle	Positions(s) of Employee
Washington	Washington High School	Mr. Mihelcic	6/1/2012
District/IU	School	Evaluator	Interview/Conference Date

School Year: 2011 - 2012 Evaluation: (Check 1) ☐ One ☒ Two

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- ☒ Appropriate instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence and required adaptations for individual student needs
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Sources of Evidence (Check all that apply and include dates, types/titles and number)

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Justification for Evaluation

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- ☒ Clear standards of conduct and effective management of student behavior
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- ☐ Unsafe or inadequate organization of physical space, to the extent it is under the control of the teacher, to provide accessibility to learning and to the use of resources, materials, and technology.

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Performance Demonstrates:

- ☒ Clear and appropriate communication of procedures and high quality explanations of content
- ☒ Highly effective use of questioning and discussion strategies that encourage many students to participate
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- ☒ Equitable, accurate and constructive feedback to students on their learning
- ☒ Informed and appropriate use of informal and formal assessments to meet learning goals and to monitor student learning
- ☒ High degree of flexibility and responsiveness in meeting the learning needs of students.

☐ **UNSATISFACTORY**

Performance Demonstrates:

- ☐ Unclear or inappropriate communication of procedures and poor explanations of content
- ☐ Ineffective use of questioning and discussion strategies and little student participation
- ☐ Little or no engagement of students in learning and poor pacing of instruction
- ☐ Inaccurate or inappropriate feedback to students on their learning
- ☐ Little or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning
- ☐ Inflexibility in meeting the learning needs of students.

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | | | |
|--|----------------------|--|----------------------|
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Justification for Evaluation

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Category IV: Professionalism — Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building. Category IV addresses: Adherence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Standards, Communicating with Families, Demonstrating Professionalism.

☒ **SATISFACTORY**

Performance Demonstrates:

- ☒ Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like.
- ☒ Full knowledge of Professional Code of Conduct and full commitment to professional standards
- ☒ Full and active compliance with school and district requirements for maintaining accurate and complete records
- ☒ Full and active compliance with district requirements for communicating with families regarding student needs/improvement
- ☒ Full and frequent participation in professional development events/opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues

☐ **UNSATISFACTORY**

Performance Demonstrates:

- ☐ Little and/or irregular compliance to school and district procedures and regulations related to attendance, punctuality, and the like
- ☐ Little knowledge of Professional Code of Conduct and little commitment to professional standards
- ☐ Inefficient or ineffective system for maintaining accurate records that is not in compliance with school or district guidelines
- ☐ Infrequent or inappropriate communication with families to understand student needs and development
- ☐ Little or infrequent participation in professional development opportunities, little application of new learning in the classroom and little sharing of learning with colleagues

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

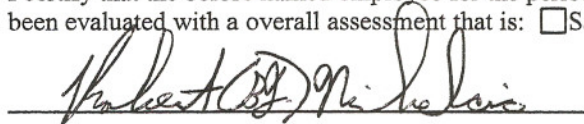
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| <input checked="" type="checkbox"/> Artifacts/Interaction with Family | See Attachment 428 A | <input checked="" type="checkbox"/> Artifacts: Professional Development/Act 48 Documentation | See Attachment 428 A |
| <input checked="" type="checkbox"/> Student Records/Grade Book | See Attachment 428 A | <input checked="" type="checkbox"/> Perceptive Use of Teaching/Learning Reflections | See Attachment 428 A |
| | | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

You consistently demonstrate full adherence to professional standards, school and district procedures and regulations related to attendance, punctuality and the like. Your performance in this area sets you apart as a leader by example and your efforts are sincerely appreciated. I have seen evidence that documents your efforts to maintain accurate and complete records relating to student progress and performance. In the area of communication, your performance is again exemplary. You keep parents informed through personal conversations, telephone contacts, progress updates, and by returning student work in a timely fashion. I commend you for your dedication to professional development. You always participate in professional development opportunities to learn new strategies and apply these strategies effectively in the classroom. I also see instances when you share your experience with colleagues in a most professional manner.

Evaluation:

I certify that the before named employee for the period beginning 8/31/2011 (month/day/year) and ending 6/8/2012 (month/day/year) has been evaluated with a overall assessment that is: ☐ Satisfactory ☐ Unsatisfactory ☒ Commendable



Signature of Principal/Assistant Principal
(Evaluator)

6/1/2012

Date

Signature of Superintendent or I. U. Director

Date

Overall Justification for Evaluation

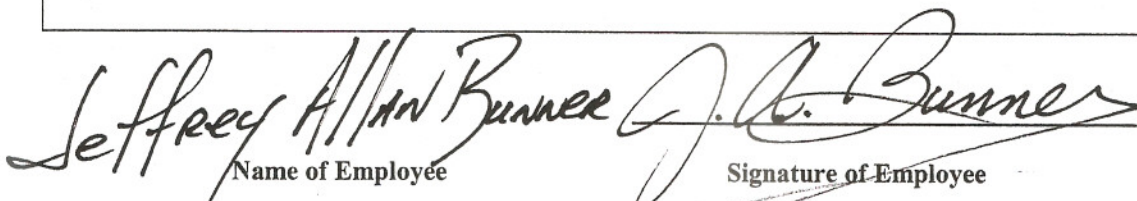
Mr. Bunner has demonstrated competency in the areas of planning and preparation, classroom environment, instruction and delivery and professionalism. He has performed consistently at a level that is above and beyond what is required and is deserving of a commendable rating.

Commendations (optional)

Mr. Bunner is a vital, contributing member of our instructional team and a positive role model for his students. He consistently demonstrates his commitment to his students and to the teaching profession.

Professional Development Areas:

Professional development has focused on data analysis, curriculum development, and technology integration in the classroom. Mr. Bunner always takes advantage of opportunities to learn new strategies (ie. - Reading Apprenticeship) and has applied these strategies effectively in the classroom.



Name of Employee

Signature of Employee

06/01/2012
Date

Name

Jeff Bunner

Date of Observation

12.20.10

Grade

11-12

	C	S	NI	NO	Comments
Planning/Preparation					
Lesson Plans Completed in Advance	✓				Immediately after the late bell, you gained attention and clearly stated the objective for the day and the week.
Standards/Anchors, Goals and Objectives	✓				
Organizational Materials/Resources	✓				
Instructional Materials/Resources	✓				
Technology Integration	✓				
Formative Assessments	✓				- Questions and discussion provided a smooth transition from the previous lesson that reinforced important concepts.
Summative Assessment/Closure	✓				
Classroom Environment					
Students Engagement	✓				- In your delivery it was apparent how familiar you are with your students and you were able to use this knowledge to guide instruction.
Equitable Learning Opportunities	✓				
Effective Classroom Procedures	✓				
Physical Space/Displays	✓				
Physical Transitions	✓				Your teaching included references to clear and appropriate instructional goals that reflect the curriculum and the PA standards.
Instructional Delivery					
High Quality Student Work Modeled Through Exemplars	✓				
Evidence of Reinforcement/Enrichment	✓				
Structure and Pacing	✓				
Discussion/Questioning Strategies	✓				Your lesson activities incorporated resources, materials and technology.
Higher Level Questions (Bloom's)	✓				
Differentiated Instructional Strategies	✓				
Equitable Feedback	✓				
Application/Performance Activities	✓				
Introduction/Closure	✓				- The lesson was well designed and was relevant (McGuffey)!
Flexibility/Responsiveness	✓				
Integrated Assessment - Formative	✓				
Instructional Transition	✓				
Professionalism					
Models Appropriate Speech/Behaviors	✓				- In closing, I would like to commend you for your professional
Maintains Poise and Composure	✓				
Maintains Professional Appearance	✓				
Exhibits Enthusiasm	✓				
Demonstrates Effective Communication Skills/Clarity	✓				
Demonstrates Respect for Students/	✓				
Fosters Positive Relationships	✓				
Evidence/Knowledge of Student Guides	✓				
Instruction/Data Informed	✓				

Administrator

Date

Teacher

Date

C - Commendable
 S - Satisfactory
 NI - Needs Improvement
 NO - Not Observed

Post-Observation Meeting:
 Wed. 12/22/10 3rd Period. Office

Revised 07/10

2010/2011
11-12

Name

Jeff Bunner

Date of Observation

12.20.10

Grade

11-12

	C	S	NI	NO	Comments
Planning/Preparation					
Lesson Plans Completed in Advance	✓				Immediately after the late bell, you gained attention and clearly stated the objective for the day and the week.
Standards/Anchors, Goals and Objectives	✓				
Organizational Materials/Resources	✓				
Instructional Materials/Resources	✓				
Technology Integration	✓				
Formative Assessments	✓				- Questions and discussion provided a smooth transition from the previous lesson that reinforced important concepts.
Summative Assessment/Closure	✓				
Classroom Environment					
Students Engagement	✓				
Equitable Learning Opportunities Time	✓				
Effective Classroom Procedures	✓				- In your delivery it was apparent how familiar you are with your students and you were able to use this knowledge to guide instruction.
Physical Space/Displays	✓				
Physical Transitions	✓				
Instructional Delivery					
High Quality Student Work Modeled Through Exemplars	✓				
Evidence of Reinforcement/Enrichment	✓				Your teaching included references to clear and appropriate instructional goals that reflect the curriculum and the PA Standards.
Structure and Pacing	✓				
Discussion/Questioning Strategies	✓				
Higher Level Questions (Bloom's)	✓				
Differentiated Instructional Strategies	✓				
Equitable Feedback	✓				- Your lesson activities incorporated resources, materials and technology.
Application/Performance Activities	✓				
Introduction/Closure	✓				
Flexibility/Responsiveness	✓				
Integrated Assessment - Formative	✓				
Instructional Transition	✓				- The lesson was well designed and was relevant (McWhitty)
Professionalism					
Models Appropriate Speech/Behaviors	✓				
Maintains Poise and Composure	✓				
Maintains Professional Appearance	✓				
Exhibits Enthusiasm !!!	✓				- In closing, I would like to commend you for your professionalism
Demonstrates Effective Communication Skills/Clarity	✓				
Demonstrates Respect for Students/ Fosters Positive Relationships	✓				
Evidence/Knowledge of Student Guides Instruction/Data Informed	✓				

Administrator

Date

Teacher

Date

C - Commendable
S - Satisfactory
NI - Needs Improvement
NO - Not Observed

Post-Observation Meeting:
Wed. 12/22/10 3rd Period. Office

Revised 07/10

WASHINGTON SCHOOL DISTRICT
2010 - 2011 GOALS

Name: Jeff Bunner

Position: High School Social Studies Educator/Department Chair

Goals	Strategies/ Activities	Results
Complete Curriculum mapping in coordination with Textbook Adoption and Course Realignment. Adapt maps to new textbooks and resources through Atlas	<ol style="list-style-type: none"> 1. Best practices for mapping – SAS Guide. 2. Atlas training on curriculum mapping 3. Collaboration within department regarding realignment goals to suit textbook adoption and mapping/PDE Standards alignment. Training with new resources to enhance mapping initiative. 	<ol style="list-style-type: none"> 1. Completed all mapping 2. There was no Atlas training sessions this year. 3. Realignment in place for 2011-2012
Assessment - Refine entrance and exit exams – midterms and finals in anticipation of Keystone Exams. Introduce more authentic assessment – collaboration & reflection. Use Edline and other technologies to assess real-world skills.	<ol style="list-style-type: none"> 1. Entrance Exams built around mapping and essential questions – Atlas mapping parameters. 2. Entry and exit slips and journals to achieve writing benchmarks. Math anchors per social studies stats. 3. CFF-technology use and Epals, Wiki, Edmodo, and Edline collaboration with students from around the world on “big ideas.” 	<ol style="list-style-type: none"> 1. Entrance exams instituted. 2. English & Math benchmarks met. 3. Increased use of technology – especially Wiki
Create Social Studies Wiki for department, school, district, and student/family communication and information. Develop and initiate Social Studies college scholarship for seniors.	<ol style="list-style-type: none"> 1. Establish wiki based on department member input – site will appeal to all social studies students based on subject area. 2. Collaborate 2 times per month in common area regarding website development, scholarship formation, mapping, and other dept. initiatives. 3. Create communication/information system to inform and educate students and families – create community of cooperation through interactive website. 	<ol style="list-style-type: none"> 1. Department wiki established – achievements, and information. 2. Department goals met. Scholarship in place for next year. 3. Communication network being developed. Laid groundwork for conduit to public and families that will be in place some time next year.

Date of Initial Review: _____

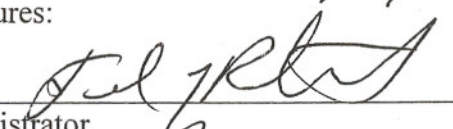
Signatures: _____

Administrator

Teacher/Auxiliary Staff Member

Date of Final Review: 5/31/11

Signatures: _____



Administrator

 6/1/2011

Teacher/Auxiliary Staff Member

WASHINGTON SCHOOL DISTRICT PROFESSIONAL RESPONSIBILITIES TEACHER EVALUATION

Name Jeff Bunner Date of Conference 6/9/11
 Building High School Grade 9-12

C = Commendable S = Satisfactory NI = Needs improvement

REMARKS

I. Personal

- A. Maintains professional appearance C
- B. Demonstrates sympathetic, empathetic and realistic responses at appropriate times C
- C. Exhibits acceptable communication skills both oral and written C
- D. Reacts to constructive criticism & supervision in a professional manner and/or seeks appropriate help when necessary C
- E. Adheres to time sensitive professional responsibilities C
- F. Maintains confidentiality and handles sensitive situations with discretion C

II. Assignments and Management

- A. Enforces school rules and policies C
 - B. Is punctual and conscientious in performing assigned duties and responsibilities C
 - C. Attends scheduled meetings punctually on a building, departmental and district level at which attendance is required, unless excused by the building principal C
 - D. Maintains order and discipline outside the classroom C
 - E. Furnishings, equipment, materials and supplies are used properly and effectively C
- Uses resources effectively.*

III. Clerical

- A. Completes and submits required paperwork promptly, accurately and legibly C
- B. Maintains accurate, complete records as required by law, district policy and administrative regulations C
- C. Update Edline weekly C
- D. Analysis of student achievement data C

IV. Professional Relations/Development

- A. Cooperates with the school administration and faculty by sharing responsibilities for the total school program C
- B. Utilizes proper channels for school and individual problems C
- C. Updates professional knowledge and skills C
- D. Maintains professional standards in relationships with colleagues and associates C

V. School Community Relations

- A. Adheres to and supports school rules, administrative regulations and board policies in contacts with parents and the general public C
- B. Keeps parents informed regarding student progress or problems through written reports, phone calls and/or parental conferences, Edline, email, ie - electronic communication tool C

Supervisor Comments

Jeff Bunner 6/9/2011 *J.A. Bunner*

Supervisor's Signature

Date

J.A. Bunner 6/9/11

EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL II TEACHERS

Employee's Last Name Bunner First Jeff Middle _____ Positions(s) of Employee Social Studies Teacher

District/IE Washington School Washington High School Evaluator Frank Rotunda Interview/Conference Date 8/9/11

School Year: 2010-2011 Evaluation: (Check 1) ☒ One ☐ Two

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific time period based on specific criteria.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Last, assign an overall evaluation of performance, sign the form and gain the signature of the employee.

Category I: Planning and Preparation -- Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

☒ **SATISFACTORY**

Performance Demonstrates:

- ☐ In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards
- ☐ Thorough knowledge of students and how to use this knowledge to direct and guide instruction
- ☐ Clear and appropriate instructional goals that reflect Pa. standards and high expectations for students
- ☐ In-depth and thorough awareness of resources, materials, or technology available through the school or district or professional organizations
- ☐ Appropriate instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence and required adaptations for individual student needs
- ☐ Appropriate assessments of student learning completely aligned to the instructional goals and adapted as needed for student needs.

☐ **UNSATISFACTORY**

Performance Demonstrates:

- ☐ Limited or partial knowledge of content, pedagogy and Pa. Academic Standards
- ☐ Irrelevant or partial knowledge of students and how to use this information to direct and guide instruction
- ☐ Unclear or trivial instructional goals and low expectations for students.
- ☐ Little or no awareness of resources, materials, and technology available through the school or district or professional organizations
- ☐ Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and have few or inappropriate adaptations for individual student needs
- ☐ Inappropriate assessments of student learning not aligned to the instructional goals nor adapted as needed for student needs.

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | | | |
|--|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Lesson/Unit Plans | See Attachment 428 A | <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A |
| <input checked="" type="checkbox"/> Resources/Materials/Technology | See Attachment 428 A | <input checked="" type="checkbox"/> Classroom Observations | See Attachment 428 A |
| <input checked="" type="checkbox"/> Assessment Materials | See Attachment 428 A | <input checked="" type="checkbox"/> Teacher Resource Documents | See Attachment 428 A |
| <input checked="" type="checkbox"/> Information About Students | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

Sources of evidence indicate satisfactory rating.

Category II: Classroom Environment -- Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of an Environment for Learning, Student Interaction.

☒ **SATISFACTORY**

Performance demonstrates:

- High and clear expectations for student achievement with value placed on the quality of student work
- Significant attention to equitable learning opportunities for students
- Appropriate and highly respectful interactions between teacher and students and among students
- Highly effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources.

☐ **UNSATISFACTORY**

Performance Demonstrates:

- Low or unclear expectations for student achievement with little or no value placed on the quality of student work.
- Little or no attention to equitable learning opportunities for students
- Inappropriate or disrespectful interactions between teacher and students and among students
- Inefficient classroom routines and procedures resulting in loss of instructional time
- Absent or unclear standards of conduct, or ineffective management of student behavior
- Unsafe or inadequate organization of physical space, to the extent it is under the control of the teacher, to provide accessibility to learning and to the use of resources, materials, and technology.

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | | | |
|--|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Classroom Observations | See Attachment 428 A | <input checked="" type="checkbox"/> Visual Technology | See Attachment 428 A |
| <input checked="" type="checkbox"/> Informal Observation/Visits | See Attachment 428 A | <input checked="" type="checkbox"/> Resources/Materials/Technology/Space | See Attachment 428 A |
| <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

Sources of evidence indicate satisfactory rating.

Category III: Instructional Delivery -- Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies. Category III addresses: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness

☒ **SATISFACTORY**

Performance Demonstrates:

- Clear and appropriate communication of procedures and high quality explanations of content
- Highly effective use of questioning and discussion strategies that encourage many students to participate
- High-level engagement of students in learning and adequate pacing of instruction
- Equitable, accurate and constructive feedback to students on their learning
- Informed and appropriate use of informal and formal assessments to meet learning goals and to monitor student learning
- High degree of flexibility and responsiveness in meeting the learning needs of students.

☐ **UNSATISFACTORY**

Performance Demonstrates:

- Unclear or inappropriate communication of procedures and poor explanations of content
- Ineffective use of questioning and discussion strategies and little student participation
- Little or no engagement of students in learning and poor pacing of instruction
- Inaccurate or inappropriate feedback to students on their learning
- Little or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning
- Inflexibility in meeting the learning needs of students.

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | | | |
|--|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Classroom Observations | See Attachment 428 A | <input checked="" type="checkbox"/> Student Assignment Sheets | See Attachment 428 A |
| <input checked="" type="checkbox"/> Informal Observations/Visits | See Attachment 428 A | <input checked="" type="checkbox"/> Student Work | See Attachment 428 A |
| <input checked="" type="checkbox"/> Assessments Materials | See Attachment 428 A | <input checked="" type="checkbox"/> Instructional Resources/Materials/Technology | See Attachment 428 A |
| <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

Sources of evidence indicates satisfactory rating

Category IV: Professionalism — Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building. Category IV addresses: Adherence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Standards, Communicating with Families, Demonstrating Professionalism.

☒ **SATISFACTORY**

Performance Demonstrates:

- Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like.
- Full knowledge of Professional Code of Conduct and full commitment to professional standards
- Full and active compliance with school and district requirements for maintaining accurate and complete records
- Full and active compliance with district requirements for communicating with families regarding student needs/improvement
- Full and frequent participation in professional development events/opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues

☐ **UNSATISFACTORY**

Performance Demonstrates:

- Little and/or irregular compliance to school and district procedures and regulations related to attendance, punctuality, and the like
- Little knowledge of Professional Code of Conduct and little commitment to professional standards
- Inefficient or ineffective system for maintaining accurate records that is not in compliance with school or district guidelines
- Infrequent or inappropriate communication with families to understand student needs and development
- Little or infrequent participation in professional development opportunities, little application of new learning in the classroom and little sharing of learning with colleagues

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

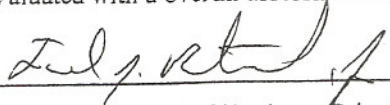
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|---|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Teacher | See Attachment 428 A | <input checked="" type="checkbox"/> Progress Reports/Report Cards | See Attachment 428 A |
| <input checked="" type="checkbox"/> Conferences/Interviews | See Attachment 428 A | <input checked="" type="checkbox"/> Parent/School/Community Feedback | See Attachment 428 A |
| <input checked="" type="checkbox"/> Observations/Visual Technology | See Attachment 428 A | <input checked="" type="checkbox"/> Artifacts: Professional Development/Act 48 Documentation | See Attachment 428 A |
| <input checked="" type="checkbox"/> Artifacts/Interaction with Family | See Attachment 428 A | <input checked="" type="checkbox"/> Perceptive Use of Teaching/Learning Reflections | See Attachment 428 A |
| <input checked="" type="checkbox"/> Student Records/Grade Book | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

Sources of evidence indicate satisfactory rating

Evaluation: Jeff Bunner

I certify that the before named employee for the period beginning 8/30/10 (month/day/year) and ending 6/13/11 (month/day/year) has been evaluated with a overall assessment that is: ☐ Satisfactory ☐ Unsatisfactory ☒ Commendable


Signature of Principal/Assistant Principal
(Evaluator)

6/9/11
Date

Signature of Superintendent or I. U. Director

Date

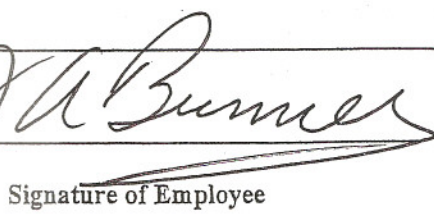
Overall Justification for Evaluation

Sources of evidence indicate commendable ratings

Commendations (optional)

Professional Development Areas:

Jeffrey A. Bunner
Name of Employee


Signature of Employee

6/9/2011
Date